

## Text Complexity: Qualitative Measures Rubric

# INFORMATIONAL TEXTS

	Very Complex Texts	Complex Texts	Somewhat Complex Texts	Simple Texts
<b>Levels of Purpose</b>	<input type="checkbox"/> Subtle, implied, difficult to determine	<input type="checkbox"/> Implied, but fairly easy to infer	<input type="checkbox"/> Implied, but easy to identify based upon context or source	<input type="checkbox"/> Explicitly stated
<b>Structure</b>	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> highly complex, implicit, must be inferred by the reader  <input type="checkbox"/> <b>Text Features:</b> if used, are essential in understanding content  <input type="checkbox"/> <b>Use of Graphics:</b> sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> complex but mostly explicit; may exhibit traits common to a specific subject or discipline  <input type="checkbox"/> <b>Text Features:</b> if used, greatly enhance the reader's understanding of content  <input type="checkbox"/> <b>Use of Graphics:</b> some sophisticated graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> may be complex, but clearly stated and generally sequential  <input type="checkbox"/> <b>Text Features:</b> if used, enhance the reader's understanding of content  <input type="checkbox"/> <b>Use of Graphics:</b> mostly simple graphics, supplementary to understanding of the text	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> clearly stated and sequential  <input type="checkbox"/> <b>Text Features:</b> if used, help the reader navigate and understand content but are not essential  <input type="checkbox"/> <b>Use of Graphics:</b> use of simple graphics, unnecessary to understand the text
<b>Language Conventionality and Clarity</b>	<input type="checkbox"/> <b>Meaning:</b> dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading  <input type="checkbox"/> <b>Register:</b> generally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Meaning:</b> somewhat complex; may occasionally be abstract, ironic, and/or figurative  <input type="checkbox"/> <b>Register:</b> occasionally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Meaning:</b> mostly explicit and easy to understand with few occasions of more complex meaning  <input type="checkbox"/> <b>Register:</b> mostly contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Meaning:</b> explicit, literal, straightforward, easy to understand  <input type="checkbox"/> <b>Register:</b> contemporary, familiar, conversational
<b>Knowledge Demands</b>	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge  <input type="checkbox"/> <b>Intertextuality:</b> requires extensive, perhaps specialized content knowledge	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding  <input type="checkbox"/> <b>Intertextuality:</b> requires moderate levels of content knowledge	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> everyday, practical knowledge is necessary; requires some discipline-specific content knowledge  <input type="checkbox"/> <b>Intertextuality:</b> requires some content knowledge	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires only everyday, practical knowledge  <input type="checkbox"/> <b>Intertextuality:</b> no references/allusions to other texts